KAVERI

GRAMMAR COMPANION — FULLY SOLVED

Every grammar point taught in Kaveri, unit by unit — explained, practised, and solved with reasoning

Class IX · English · Based on the NCERT Textbook Kaveri (First Edition, January 2026)

Name: _____

Class & Section: _____

School: _____

Contents

Unit	Grammar Points Covered
Unit 1	How I Taught My Grandmother to Read / Bharat Our Land — Word Formation with Prefixes; Past Perfect vs Simple Past Tense
Unit 2	The Pot Maker / Gifts of Grace: Honouring Our Vocations — Clauses: Main, Subordinate, Noun, and Relative; Determiners: Articles, Demonstratives, Possessives
Unit 3	Winds of Change / Canvas of Soil — Present Perfect Tense
Unit 4	Vitamin-M / I Cannot Remember My Mother — Prepositions; Sentence Types; Direct to Indirect Speech (Introduction)
Unit 5	The World of Limitless Possibilities / Nine Gold Medals — Modal Verbs and Their Functions; Direct to Reported Speech — All Four Sentence Types; Adjective–Noun Collocation
Unit 6	Twin Melodies / A Friend Found in Music — Reported Speech with Varied Reporting Verbs; Phrasal Verbs
Unit 7	Carrier of Words / Words — Present Perfect vs Simple Past (Contrast); Active and Passive Voice
Unit 8	Follow That Dream / Believe in Yourself — Imperatives; First Conditional

Unit 1 | How I Taught My Grandmother to Read / Bharat Our Land

Grammar Focus: Word Formation with Prefixes

A prefix is a group of letters added to the beginning of a word to change or add to its meaning. Common prefixes include un- (not), re- (again), dis- (opposite of), im-/in- (not), mis- (wrongly), and pre- (before).

Solved Practice

1. Add the correct prefix to 'happy' to mean 'not happy', and use the new word in a sentence.

Answer: **unhappy — “She felt unhappy when the letter didn't arrive.”**
Reasoning: *'un-' reverses the meaning of an adjective (happy → not happy).*

2. Add a prefix to 'read' to mean 'read again', and use it in a sentence.

Answer: **reread — “He had to reread the paragraph to understand it.”**
Reasoning: *'re-' means 'again', showing the action is repeated.*

3. Add a prefix to 'agree' to mean the opposite, and use it in a sentence.

Answer: **disagree — “The two friends disagreed about the ending of the story.”**
Reasoning: *'dis-' creates an opposite meaning (agree → not agree).*

4. Add a prefix to 'understand' to mean 'understand wrongly', and use it in a sentence.

Answer: **misunderstand — “I misunderstood her instructions and took the wrong turn.”**
Reasoning: *'mis-' means 'wrongly' or 'badly'.*

5. Add a prefix to 'possible' to mean 'not possible', and use it in a sentence.

Answer: **impossible — “It seemed impossible to finish the book in one night.”**
Reasoning: *'im-' (a variant of 'in-') is used before words beginning with p, b, or m to mean 'not'.*

6. Add a prefix to 'view' to mean 'see before', and use it in a sentence.

Answer: **preview — “We got a preview of the next chapter.”**
Reasoning: *'pre-' means 'before'.*

Grammar Focus: Past Perfect vs Simple Past Tense

Use the past perfect tense (had + past participle) for the earlier of two past actions, and the simple past tense for the later one. This makes the sequence of events clear.

Solved Practice

1. By the time the teacher arrived, the students _____ (finish) their work.

Answer: **had finished**
Reasoning: *Finishing the work happened before 'the teacher arrived' (also past), so the earlier action takes the past perfect.*

2. She _____ (read) the book before she watched the film.

Answer: **had read**
Reasoning: *Reading happened before watching; the earlier action uses the past perfect.*

3. When I reached the station, the train _____ (leave) already.

Answer: **had left**

Reasoning: *The train's departure occurred before 'I reached', so it takes the past perfect.*

4. He _____ (finish) his homework when his friend called.

Answer: **had finished**

Reasoning: *Finishing came first; the friend's call (simple past) came second.*

5. After they _____ (eat) dinner, they went for a walk.

Answer: **had eaten**

Reasoning: *Eating dinner happened first, so it takes the past perfect, followed by the simple past 'went'.*

Unit 2 | The Pot Maker / Gifts of Grace: Honouring Our Vocations

Grammar Focus: Clauses: Main, Subordinate, Noun, and Relative

A main clause can stand alone as a complete sentence. A subordinate clause cannot stand alone; it depends on a main clause. A noun clause acts as a noun (subject/object) inside a sentence. A relative (adjectival) clause describes a noun, usually introduced by who/which/that.

Solved Practice

1. Identify the main clause and the subordinate clause: “She said that she loved pottery.”

Answer: **Main clause: 'She said'. Subordinate (noun) clause: 'that she loved pottery'.**

Reasoning: *The noun clause functions as the object of 'said'.*

2. Identify the relative clause: “The girl who learned pottery from her grandmother became a skilled potter.”

Answer: **'who learned pottery from her grandmother' — describing 'the girl'.**

Reasoning: *It gives extra information about the noun 'girl', introduced by 'who'.*

3. Combine using a noun clause: “I know. She is talented.”

Answer: **I know that she is talented.**

Reasoning: *'that she is talented' becomes the object noun clause of 'know'.*

4. Underline the subordinate clause: “Because the clay was ready, she began shaping the pot.”

Answer: **'Because the clay was ready'**

Reasoning: *It cannot stand alone as a full sentence and gives the reason for the main clause.*

5. Combine using a relative clause: “The pot was beautiful. Sentila made the pot.”

Answer: **The pot that Sentila made was beautiful.**

Reasoning: *'that Sentila made' is a relative clause describing 'the pot'.*

Grammar Focus: Determiners: Articles, Demonstratives, Possessives

Articles (a, an, the) specify nouns — 'a'/'an' for indefinite, singular, countable nouns (a before a consonant sound, an before a vowel sound), and 'the' for a definite, specific noun. Demonstratives (this, that, these, those) point to things by number and distance. Possessives (my, our, your, his, her, its, their) show ownership.

Solved Practice

1. Fill in the blank: “She bought ___ umbrella because it was raining.”

Answer: **an**

Reasoning: *'umbrella' begins with a vowel sound, so 'an' is used.*

2. Fill in the blank: “___ pot on the shelf is the one Sentila made.”

Answer: **The**

Reasoning: *'The' is used because it refers to a specific, identifiable pot.*

3. Choose the correct demonstratives: “___ pots (over here) are ready; ___ ones (over there) still need firing.”

Answer: **These; those**

Reasoning: *'These' is used for near, plural items; 'those' for far, plural items.*

4. Fill in the possessive: “Sentila showed ___ mother the finished pot.”

Answer: **her**

Reasoning: *'Her' shows the mother belongs to/relates to Sentila (feminine, singular).*

5. Fill in the blank: “I saw ___ elephant at the zoo.”

Answer: **an**

Reasoning: *'elephant' starts with a vowel sound.*

Unit 3 | Winds of Change / Canvas of Soil

Grammar Focus: Present Perfect Tense

The present perfect tense (have/has + past participle) is used for actions that started in the past and continue into the present, or actions completed at an unspecified time with present relevance.

Solved Practice

1. Artisans _____ (make) pankhas in this region for centuries.

Answer: **have made / have been making**

Reasoning: *The action began in the past and continues into the present.*

2. She _____ (never / see) a hand-painted pankha before today.

Answer: **has never seen**

Reasoning: *Describes an experience up to now, with unspecified time.*

3. They _____ (just / finish) weaving the fan.

Answer: **have just finished**

Reasoning: *'Just' signals a very recently completed action, typically expressed with the present perfect.*

4. How long _____ you _____ (learn) this craft?

Answer: **have you been learning / have you learnt**

Reasoning: *Asking about duration up to the present uses the present perfect (continuous, when the action is ongoing).*

5. The exhibition _____ (already / open).

Answer: **has already opened**

Reasoning: *'Already' typically pairs with the present perfect for a completed action relevant to now.*

Unit 4 | Vitamin-M / I Cannot Remember My Mother

Grammar Focus: Prepositions

Prepositions show the relationship between a noun or pronoun and other words in a sentence — often place, time, or direction. Examples: in, on, at, through, between, under, since.

Solved Practice

1. Grandpa sat ___ the rocking chair.

Answer: **in**

Reasoning: *'in' is typically used for enclosed or cushioned seating with arms, like a rocking chair.*

2. He walked ___ the garden gate.

Answer: **through**

Reasoning: *'through' indicates movement from one side to the other, passing an opening like a gate.*

3. The photo album is kept ___ the shelf, ___ the two vases.

Answer: **on; between**

Reasoning: *'on' shows position atop a surface; 'between' shows position in the middle of two objects.*

4. She has lived here ___ 2010.

Answer: **since**

Reasoning: *'since' is used with a specific starting point in time.*

5. The keys were found ___ the sofa cushions.

Answer: **between**

Reasoning: *'between' fits when something is wedged among two or more items.*

Grammar Focus: Sentence Types

Declarative sentences make a statement. Interrogative sentences ask a question. Exclamatory sentences express strong feeling. Imperative sentences give a command, instruction, or request.

Solved Practice

1. Identify the sentence type: “Please close the door.”

Answer: **Imperative**

Reasoning: *It gives a command or request.*

2. Identify the sentence type: “What a wonderful surprise this is!”

Answer: **Exclamatory**

Reasoning: *It expresses strong emotion and would end with an exclamation mark.*

3. Identify the sentence type: “Grandpa loves reading the newspaper.”

Answer: **Declarative**

Reasoning: *It simply states a fact.*

4. Identify the sentence type: “Did you find Grandpa?”

Answer: **Interrogative**

Reasoning: *It asks a question.*

Grammar Focus: Direct to Indirect Speech (Introduction)

In direct speech, we quote the exact words spoken, in quotation marks. In indirect (reported) speech, we report what was said, usually changing pronouns and shifting the tense one step into the past, and removing the quotation marks.

Solved Practice

1. Direct: Ravi said, “I am worried about Grandpa.” Convert to indirect speech.

Answer: **Ravi said that he was worried about Grandpa.**

Reasoning: *'I' (1st person) becomes 'he' (3rd person, referring to Ravi); 'am' shifts to 'was' (present to past).*

2. Direct: Mother said, “We will find him.” Convert to indirect speech.

Answer: **Mother said that they would find him.**

Reasoning: *'We' becomes 'they' from the reporter's viewpoint; 'will' shifts to 'would'.*

3. Direct: Grandpa said, “I forgot my glasses.” Convert to indirect speech.

Answer: **Grandpa said that he had forgotten his glasses.**

Reasoning: *'I' becomes 'he'; the simple past 'forgot' shifts further back to the past perfect 'had forgotten'.*

4. Direct: She said, “This is my favourite chair.” Convert to indirect speech.

Answer: **She said that that was her favourite chair.**

Reasoning: *'This' (near) shifts to 'that' (far) in reported speech, along with the pronoun and tense changes.*

Unit 5 | The World of Limitless Possibilities / Nine Gold Medals

Grammar Focus: Modal Verbs and Their Functions

Modal auxiliary verbs (can, could, may, might, must, should, will, would, shall) express ability, permission, possibility, necessity, or advice, and are followed by the base form of the main verb.

Solved Practice

1. She ___ swim faster than anyone on her team. (ability)
Answer: **can**
Reasoning: *'can' expresses present ability.*

2. You ___ wear a helmet while cycling. (obligation)
Answer: **must**
Reasoning: *'must' expresses strong obligation or necessity.*

3. ___ I borrow your pen? (permission)
Answer: **May / Could**
Reasoning: *'may'/'could' are used to politely ask permission.*

4. It ___ rain later; the sky looks cloudy. (possibility)
Answer: **might**
Reasoning: *'might' expresses a weaker possibility than 'will'.*

5. You ___ practise daily if you want to improve. (advice)
Answer: **should**
Reasoning: *'should' is used to give advice or a recommendation.*

Grammar Focus: Direct to Reported Speech — All Four Sentence Types

Declarative sentences are reported with 'said that'. Interrogative sentences use 'asked if/whether' (yes/no) or 'asked + wh-word' (wh-questions), returning to statement word order. Imperatives use 'told/ordered/requested to' + base verb. Exclamatory sentences use verbs like 'exclaimed that'.

Solved Practice

1. Direct: She said, “I train every morning.” Convert to indirect speech.
Answer: **She said that she trained every morning.**
Reasoning: *A declarative sentence is reported with 'said that', with the tense shifted one step back.*

2. Direct: He asked, “Are you an athlete?” Convert to indirect speech.
Answer: **He asked if/whether she was an athlete.**
Reasoning: *Yes/no questions use 'if' or 'whether', and the word order returns to subject-verb (statement order).*

3. Direct: The coach said, “Practise harder!” Convert to indirect speech.
Answer: **The coach told them to practise harder.**
Reasoning: *Imperatives are reported with 'to' + base verb, after a reporting verb like 'told' or 'ordered'.*

4. Direct: She exclaimed, “What a wonderful match that was!” Convert to indirect speech.

Answer: **She exclaimed that it had been a wonderful match.**

Reasoning: *Exclamatory sentences are reported using 'exclaimed that', dropping the exclamation structure and shifting the tense back.*

Grammar Focus: Adjective–Noun Collocation

Certain adjectives naturally pair with certain nouns — fixed pairings called collocations — that are best learned as chunks rather than word by word.

Solved Practice

1. Which noun most naturally collocates with 'indelible'?

Answer: **mark / impression**

Reasoning: *'indelible mark/impression' is a common collocation meaning a lasting effect.*

2. Which noun most naturally collocates with 'incredible'?

Answer: **achievement / talent**

Reasoning: *'incredible achievement' is a natural collocation used to express something extraordinary.*

3. Which noun most naturally collocates with 'global'?

Answer: **recognition / acclaim**

Reasoning: *'global recognition' is a natural collocation describing widespread fame.*

Unit 6 | Twin Melodies / A Friend Found in Music

Grammar Focus: Reported Speech with Varied Reporting Verbs

Reporting verbs like 'promised', 'suggested', and 'ordered' (instead of just 'said') add nuance to reported dialogue, and often change the structure of the clause that follows.

Solved Practice

1. Direct: “I promise I will practise daily,” said Shruti. Convert to indirect speech.

Answer: **Shruti promised that she would practise daily.**

Reasoning: *'promised that' + backshifted verb ('will' → 'would') reports a promise.*

2. Direct: Nabin said, “Why don't you join the fusion group?” Convert to indirect speech.

Answer: **Nabin suggested that she join the fusion group. (or: Nabin suggested joining the fusion group.)**

Reasoning: *'Why don't you...?' suggestions are reported using 'suggested' + a that-clause or a gerund, not as a literal question.*

3. Direct: The teacher said, “Stop talking!” Convert to indirect speech.

Answer: **The teacher ordered them to stop talking.**

Reasoning: *A sharp command is reported with a strong verb like 'ordered', followed by 'to' + base verb.*

4. Direct: “I will always support you,” said her father. Convert to indirect speech.

Answer: **Her father said that he would always support her.**

Reasoning: *'will' shifts to 'would' in backshifted reported speech.*

Grammar Focus: Phrasal Verbs

A phrasal verb combines a verb with a preposition or adverb to create a new meaning, different from the individual words — for example, 'give up' (to stop trying) or 'look into' (to investigate).

Solved Practice

1. Complete with a phrasal verb meaning 'to stop trying': “She decided to ___ her fear and audition for the fusion group.”

Answer: **give up**

Reasoning: *'give up' means to stop or abandon something, fitting the context of overcoming fear.*

2. Complete with a phrasal verb meaning 'to investigate': “The teacher promised to ___ the disagreement between the students.”

Answer: **look into**

Reasoning: *'look into' means to investigate or examine.*

3. Complete with a phrasal verb meaning 'to postpone': “He had to ___ the rehearsal because of the rain.”

Answer: **put off**

Reasoning: *'put off' means to postpone.*

4. Complete with a phrasal verb meaning 'to change one's opinion': “They finally ___ to accepting the new music style.”

Answer: **came around**

Reasoning: *'came around' means to change one's opinion and agree.*

5. Complete with a phrasal verb meaning 'to introduce a topic': “She wanted to ___ the topic carefully.”

Answer: **bring up**

Reasoning: *'bring up' means to introduce a topic in conversation.*

Unit 7 | Carrier of Words / Words

Grammar Focus: Present Perfect vs Simple Past (Contrast)

Use the simple past for a completed action at a specific, stated past time. Use the present perfect when no specific time is stated, or when the action has continuing relevance to the present.

Solved Practice

1. Khetaram ___ (deliver) mail in this region for twenty years.

Answer: **has delivered / has been delivering**

Reasoning: *The action started in the past and continues to the present, with no specific end time given.*

2. Yesterday, he ___ (walk) fifteen kilometres.

Answer: **walked**

Reasoning: *'Yesterday' is a specific, completed past time, requiring the simple past.*

3. I ___ (never / visit) the Thar Desert.

Answer: **have never visited**

Reasoning: *Describes a life experience up to now, with no specific time — the present perfect.*

4. Last year, the postal service ___ (introduce) new delivery routes.

Answer: **introduced**

Reasoning: *'Last year' is a specific past time marker, requiring the simple past.*

Grammar Focus: Active and Passive Voice

In active voice, the subject performs the action. In passive voice, the subject receives the action, formed with a form of 'to be' + the past participle, often followed by 'by + agent'.

Solved Practice

1. Convert to passive voice: “The postman delivers letters every day.”

Answer: **Letters are delivered every day by the postman.**

Reasoning: *The object 'letters' becomes the subject; 'delivers' (present simple active) becomes 'are delivered' (present simple passive).*

2. Convert to passive voice: “Villagers welcomed Khetaram with jaggery.”

Answer: **Khetaram was welcomed with jaggery by the villagers.**

Reasoning: *The object 'Khetaram' becomes the subject; the verb shifts to 'was welcomed' (past simple passive).*

3. Convert to active voice: “The letter was written by the mother.”

Answer: **The mother wrote the letter.**

Reasoning: *The agent 'the mother' becomes the subject, and the verb returns to its simple active form.*

4. Is this sentence active or passive? “The desert route is crossed on foot every week.”

Answer: **Passive**

Reasoning: *The subject 'the desert route' receives the action rather than performing it, and the verb uses 'is' + past participle.*

Unit 8 | Follow That Dream / Believe in Yourself

Grammar Focus: Imperatives

Imperative sentences give commands, instructions, requests, or advice. They usually begin with the base form of the verb, with the subject 'you' implied rather than stated.

Solved Practice

1. Convert into an imperative giving advice: “You should follow your passion.”

Answer: **Follow your passion.**

Reasoning: *The imperative drops the subject and modal, keeping only the base verb for direct advice.*

2. Identify the imperative in: “Count the cost before you commit.”

Answer: **'Count the cost' is the imperative clause.**

Reasoning: *It begins with the base verb and gives an instruction, with 'you' implied as the subject.*

3. Turn this into a polite imperative request: “You must think carefully before deciding.”

Answer: **Please think carefully before deciding.**

Reasoning: *Adding 'please' softens the command into a polite request while keeping the imperative structure.*

Grammar Focus: First Conditional

The first conditional (If + present simple, ... will + base verb) is used to talk about real or likely future possibilities and their results.

Solved Practice

1. If you ___ (work) hard, you ___ (achieve) your dream.

Answer: **work; will achieve**

Reasoning: *The 'if' clause uses the present simple, and the main clause uses 'will' + base verb, for a real future possibility.*

2. If she ___ (not / practise), she ___ (not / improve).

Answer: **does not practise; will not improve**

Reasoning: *Negative first conditional follows the same pattern: present simple in the 'if' clause, 'will not' in the main clause.*

3. Rewrite as an imperative instead of a first conditional: “If you count the cost, you will make a wiser choice.”

Answer: **Count the cost, and you will make a wiser choice.**

Reasoning: *An imperative followed by 'and' + a 'will' clause is an alternative way of expressing the same conditional meaning.*

4. If they ___ (save) enough money, they ___ (move) to the city.

Answer: **save; will move**

Reasoning: *Standard first conditional structure — present simple in the condition, 'will' + base verb in the result.*